

THE STATE OF THE ART OF THE ENGLISH LANGUAGE  
TEACHING IN BELÉN DE UMBRÍA (RISARALDA)

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LICENCIATURA EN LENGUA INGLESA

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## RESUMEN

El presente estudio “El estado del arte de la enseñanza del inglés en Belén de Umbría” es un caso de estudio cualitativo el cual hizo uso de un procedimiento descriptivo. Este estudio fue realizado en dos instituciones públicas de Belén de Umbría, Colombia. El objetivo de este estudio fue representar y describir las realidades de la enseñanza del inglés en las instituciones públicas con el propósito de establecer una referencia que contribuirá al desarrollo de las siguientes fases del proyecto Risaralda Bilingüe. Otro propósito que guió este proyecto fue revelar, exponer y reportar los comportamientos, estrategias y procedimientos implementados en los escenarios de la enseñanza del inglés, el cual tomó lugar en los colegios públicos en Belén de Umbría Risaralda.

Los datos fueron recogidos a través del uso de observaciones, cuestionarios y entrevistas. Los datos recolectados fueron analizados con el fin de obtener los hallazgos que dieron respuesta a las siguientes preguntas: ¿Cuáles son los enfoques, métodos y técnicas implementadas en los colegios públicos en Belén de Umbría? ¿Cuáles son las percepciones de los profesores y estudiantes hacia la enseñanza del inglés?

El análisis de los datos muestra resultados relacionados con los siguientes temas:

El desarrollo de las clases de inglés: tendencias de enfoques, métodos y técnicas utilizadas en un colegio público de Belén de Umbría.

La percepción de los estudiantes hacia el aprendizaje y el profesor de inglés.

La práctica del inglés por parte de los estudiantes a través de diferentes medios y en distintos contextos diferentes a la escuela.

## ABSTRACT

The present study “The state of the art of the English language teaching in Belén de Umbría” is a qualitative case study that made use of a descriptive procedure. The study was conducted in two public institutions of Belén de Umbría, Colombia. The objective of this study was to represent and describe the realities of the English teaching in public institutions, with the purpose of establishing a reference that will contribute to the development of the next phases of the project Risaralda Bilingüe. Another purpose that guided this study was to reveal, expose and report on behaviors, strategies and procedures implemented in English teaching scenarios that take place in Public High Schools in Belén de Umbría Risaralda

The data were gathered through the use of observations, questionnaires and interviews. The collected data was analyzed in order to obtain the findings that gave answers to the following questions: Which are the approaches, methods, and techniques implemented in state Schools in Belén de Umbría? What are teachers’ and stakeholders’ perceptions towards English Language Teaching?

Data analysis shows the following results:

1. English Language class development in public scenarios
2. Students’ perception towards the English language class and the language teacher

### 3. Learners' practice of English outside of the classroom

## DEDICATION

*We dedicate this project to God, who gave us the blessing and the opportunity to participate in this project and the strength to carry it out.*

*To our parents, who we love, without them it would not have been possible to achieve this dream.*

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## INTRODUCTION

In this document, we intend to show readers the realities of the teaching of English of two public schools in Belén de Umbría. With the purpose of accomplishing that objective, the researchers attempted to find the approaches, methods and techniques used in the English language teaching contexts in Belén de Umbría as well as behaviors in those English teaching scenarios.

This study is structured in different sections:

The first section, statement of the problem, portrays the necessity of promoting more competent Colombian people in the mastering of the English language as well as the attempt to achieve the objectives of the National bilingual program.

Then, the theoretical framework describes the theoretical foundations that are relevant to the current study.

The next section presents the research questions which guided this research study.

The methodology section provides relevant information about the design of the study, including the context in which the study was carried out, the participants of the research study, the methods used to collect the data and the researchers' roles. Additionally, this section explains how the process of data analysis was conducted to produce the findings.

In the next section, the findings that emerged are presented. Such findings led us to highlight some implications for the field of language teaching as well as some implications to other areas that might need further research.

## STATEMENT OF THE PROBLEM

The importance of learning a foreign language is widespread in today's world, placing a person that uses a foreign language at a higher level of social, cultural and cognitive development. This fact is made evident in *the Common European Framework of Reference for Languages (CEFRL)* which is a guideline used to describe the achievements of learners of foreign languages across Europe and, increasingly, in other countries. The Council of Europe, through this document, intends to promote the interaction and communication between countries to enrich co-operation and decrease the prejudice and discrimination.

Teaching and learning a foreign language has become an issue of great significance in our country. Hence, different attempts have been made with the purpose of keeping up with these current challenges and giving response to the actual needs of the citizens. Colombia has implemented a number of projects in order to achieve higher levels of English competence, namely, the design of the Bilingual Plan, the design of the Basic Standards of Competences of Foreign languages, the publication of “la política La Ordenanza”, the implementation of training programs for both teachers and students, among others.

According to the Ministry of Education (MEN), teaching English in Colombia has evolved over the past ten years, and many people from all social statuses have been in the process of either learning or teaching the English

language. The Ministry of Education developed the new standards of competences based on the CEFR, and this entity also formulated the National Bilingual Program whose main aim is promote communicative competence in English, allowing them to improve their quality of life and helping them become more competitive in the national and international contexts.

Taking into account the goals and the programs promoted by the National Bilingual Program, the department of Risaralda has created the educational public policy called “Risaralda Bilingüe” (La Ordenanza) which was formulated in 2011, by the Secretary of Education in Risaralda. This policy intends to promote the use of English as a foreign language in the region, with the intention of raising a population with the appropriate competences to be part of the globalized world. More specifically, La Ordenanza proposes as its main objective to improve the teaching and learning of English in Risaralda, by presenting a project that includes a strategic plan, goals and indicators that will be the parameters to construct a bilingual region.

The aforementioned project reports a set of results that evidence the low performance in English of eleventh graders in the Instituto Colombiano para el fomento de la Educación Superior (ICFES) test in Risaralda. The statistics show that approximately 45% of these students reaches an A1- level (minimum level of mastery according to CEFRL) while the 1.6% of them reaches a B1 level (considered the minimum level of mastery needed for independent use of the language in real context) according to the standards proposed by the Common European Framework for Reference of Languages (CEFRL). These

standards present a series of increasing levels for describing learners' proficiency that range from A1 to C2. Similarly, the program "Colombia Bilingüe" has published some statistics related to the English level of language teachers in the country. Data provided in the webpage indicates that about 65% of the teachers in charge are placed as basic users of the language (Pre A1, A1 and A2) according to the CEFR. The previous results of the eleventh graders' performance in ICFES, are presented in order to establish the importance of conducting a project that first, sheds light on learners' needs in terms of English instruction and second, unfolds the actions, perceptions, and evidences of the English teaching in state Schools in Risaralda.

In view of the statistics that evidence the actual situation of both teachers and students, the government and the Secretary of Education have been qualifying English language teachers. Some of the entities and institutions in charge of this training are Universidad Libre, Universidad Católica, Centro de Idiomas, Instituto de Lenguas extranjeras (ILEX).

In relation to the students, there is a program called Scholar Extended Time (JEEX) which provides the opportunity to the students of the towns of Risaralda to be part of an English program. In 2010 there were 330 students favored by the program, in 2011 there were 2430 students already involved in the process.

This study is part of a macro project that intends to give response to the first stage of the Risaralda bilingual project which attempts to represent and

describe the realities of the English teaching in public institutions, with the purpose of establishing a reference that will contribute to the development of the next phases of this macro project. Consequently, this study will contribute to reveal, expose and report on behaviors, strategies, approaches and methods implemented in English teaching scenarios that take place in Public High Schools in 12 regions in Risaralda. The importance of the macro project lies in the fact that it will serve as a diagnosis for further stages in the project “Risaralda Bilingue.

This macro project focuses on twelve municipalities of Risaralda which are Apia, Balboa, Guatica, La Celia, La Virginia, Marsella, Mistrato, Pueblo Rico, Quinchia, Santa Rosa de Cabal and Santuario.

However, the present study concentrates only on Belén de Umbría as it is part of the macro project. This research study attempts to describe the realities of the English teaching in two public schools in this town as well as the students’ perception towards the class.

This study will make a contribution to the macro project exposing the results obtained in Belén de Umbría as part of Risaralda.

For this reason, we propose the following research questions:

1. Which are the approaches, methods, and techniques implemented in Institución Educativa Juan Hurtado and Institución Educativa Nuestra señora del Rosario in Belén de Umbría?



2. What are the students' perceptions towards the English class and the teacher?
3. What are the purposes and contexts in which students use the knowledge, skills and competences acquired in the English class and the tools used to learn the English language?

### **Macro project research questions**

1. Which are the approaches, methods, and techniques implemented in state Schools in Risaralda?
2. What are teachers' and stakeholders' perceptions towards English Language Teaching?

## THEORETICAL FRAMEWORK

Nowadays foreign language learning has become a priority due to the influence of a globalized world; that is why, here in Colombia, the Ministry of Education (MEN) elaborated the project “Fortalecimiento de las Competencias en las Lengua Extranjeras” which intends to raise the level of quality in English teaching; thus, attaining the certification of quality for such institutions and programs. Lastly; to locate citizens at a high level of competitiveness that brings about a better quality of life not only in Colombia, but also in other countries.

Attempting to set up common indicators of what students are intended to achieve in the learning of English of Colombian schools, MEN released the *Estándares Básicos de Competencias en Lenguas Extranjeras: inglés*.

### **Estándares Básicos de Competencias en Lenguas Extranjeras: inglés.**

Responding to the Fortalecimiento de las Competencias a la Lengua Extranjera’s purpose, MEN designed a textbook that lays out standards for the teaching of English in state schools. This textbook, has as a main goal, the development of the different communicative abilities involving the linguistic, pragmatic, and sociolinguistic competence, among others. The standards are described for each grade from 1<sup>st</sup> to higher education, specifying the level that students should reach at the end of each grade or program.

The standards El Reto seeks to balance the English teaching and learning in Colombian schools. In addition, having standards offers to Colombia the

opportunity to reach international levels of attainment as well as to compare and introduce international parameters into the local educational context.

For the establishment of Colombian standards, The Common European Framework of Reference for Languages served as benchmark.

### **The Common European Framework of Reference for Languages (CEFRL)**

The CEFRL is a common basis for developing plans and curricula, examinations, textbooks, etc. across Europe. “This framework puts forward a set of modular and hierarchical descriptions that specify, in a comprehensive manner, the knowledge and skills that are to be developed at each level in every skill namely, reading, writing, listening and speaking” (Jiménez, 2011).

The CEFRL is therefore of particular relevance for teachers, reviewers, authors of textbooks and teaching materials, teacher trainers and school administrators. It is expected to contribute significantly to better reflection of the problems of interest to professional language teaching.

With the previous definitions that serve to contextualize the reader of this paper, it is also essential to provide him/her with a definition of method. This is so not only because the CEFRL is now part of the school’s curriculum, but also because the knowledge and the skills specified in the mentioned document are carried out in classrooms by means of the methods applied.

## Method

The method is the realization of the beliefs teachers have not only about what language is and how it is learnt, but also about the realization of more specific issues such as syllabus, techniques, material, etc. By means of it, students can reach the aims proposed in the subject. A method “consists of a single set of theoretical principles derived from feeder disciplines and a single set of classroom procedures directed at classroom teachers” (Kumaravadivelu 1994).

Although methods have existed for many years, some of them have been consolidated or ameliorated through time. That is why Brown, Clarke, Larsen-Freeman, McArthur and Richards, J (1986) argue that there has been a series of language teaching methods over the years, each being succeeded by a better one until we reach the present and even more relevant, in the preface to his history of language teaching. Some methods, or their characteristics, still hold sway until present. Kelly (1969, cited by Cook, 1989) suggests that “nobody really knows what is new or old in present-day language teaching procedures”.

Some prominent methods pinpointed by Celce- Murcia are: Silent way, Community Language Learning, Total Physical Response, Suggestology, Suggestopedia or Accelerated Learning. Prabhu, N (1990) considers that there is no such thing as the best method, it depends on who the method is for, in what circumstances, and for what purpose; that is to say, the context.

There are some elements underlying and constituting a method; to illustrate: the approach, which embodies theory of the nature of language and theory of language learning, on one hand; on the other the teacher and learner roles.

Brown (2007) asserts that a technique is a specific activity manifested in the classroom that is consistent with a method and therefore is in harmony with an approach as well. That is to say that, the method that the teacher follows is reflected on the activities carried out in the classroom.

### **Approach**

Throughout decades of teaching and learning foreign languages, diverse theories have come into view as a way of conducting teachers in the field of second or foreign language teaching. Nonetheless, language teaching and learning have been involved into different changes, thus implementing new policies in the way language is taught. Richards & Rodgers (cited by Brown, 2000) state that “an approach defines assumptions, beliefs, and theories about the nature of language and language learning”. However; according to Celce-Murcia (2001) facilitators are not aware of the bases and roots of language teaching; as a result, they do not take into account methodological sources and current theories in the field that hopefully they could apply in language learning scenarios, and this is the primarily reason why this concept must be included in this project.

The theories of language and the theories of language learning make part of a very general term denominated approach which, along with Edward Anthony (1963; cited by Richards & Rogers, 2001) are a series of theories that serve as a basic of practices and resources for language teaching. Furthermore, there are more linguists who contribute to the definitions of approach; for instance, Harmer (2001) states that “an approach describes how people acquire their knowledge of the language and makes statements about the conditions which will promote successful language learning”.

An approach then, displays specific assumptions and beliefs on language and language learning (Anthony 1963; cited in Richards and Rodgers, 1986). Wrapping up the conception of approach, Celce-Murcia (2001) puts it simply as a “theory” and names some wide known and used approaches: Grammar-translation, reading, audiolingualism, oral-situational, direct, and communicative.

According to Richards & Rodgers (2001) the Grammar translation approach is a way of studying a language that approaches the language through the detailed analysis of its grammar rules and the translations of sentences and texts into and out of the target language.

In addition, an approach is based on premises about theory of language, and the nature of language learning. Both concepts are deemed important for further illustration.

### **Theory of language**

At least three different theoretical views of language inform current approaches and methods in language teaching. According to Edward Anthony (1963; cited by Richards & Rogers, 2001) the most important conception of what language is, is given by the structural view; this is a series of elements integrated in a system which allows creating meaning. This system is generally integrated by elements such as phonological units, grammatical units, grammatical operations, and lexical items.

The second conception is the functional view which is more focused on the function of the message rather than the form. One of the most concrete examples of this view is the Wilkins's Notional Syllabuses which consists of including in language lessons not only grammatical and lexical patterns, but also topics that learners will need to communicate in real life situations.

Finally, the interactional view which promotes the language as a fundamental tool that helps people to be involved in interpersonal relations; that is to say, that the only mechanism in charge of the development of interactional patterns in people is the language.

This view, in terms of teaching, may be seen as a vehicle of interaction between learners who are seen as interactors. Richards and Rodgers (cited by Rivers, 1987) state that through interaction, not only listeners but also speakers, can increase their language thanks to the authentic linguistic material.

It is needless to say that interaction plays an essential role in the theories of second language learning; specially, when interactivity is directly connected to the four language skills (reading, writing, listening speaking). Nevertheless, language interaction has not been structured like other models of language teaching. Finally, language teaching models also need to be complemented by theories of learning.

Besides, Nation (2001) suggests that it is important to take full advantage of the use of L2 (English) in the classroom, when students have little opportunity to meet and use the L2 outside of the classroom.

Similarly, Krashen proposes a theory which consists of five main hypotheses, namely, the Acquisition-Learning hypothesis, the Monitor hypothesis, the Natural Order hypothesis, the Input hypothesis, and the Affective Filter hypothesis; all of these hypotheses try to explain how the language is acquired or learned; the most widely accepted hypothesis by linguists and language practitioners is the Acquisition Learning Hypothesis which according to Krashen (1988) who affirms that “there are two independent systems of second language performance: 'the acquired system' and 'the learned system'” that is to say, the acquired system is the product of a subconscious process of development of the language similar to the way children acquired their mother tongue contrary to the learned system which is more focused on a conscious study of the language.



Other hypothesis that is considered relevant is the input hypotheses that consist on supporting students with much comprehensible input which means providing students meaningful input through scaffolding.

### **Theory of language learning**

Some theories have emerged as a way of providing new basis for the development of the language learning. Richards and Rodgers (2001) highlight that theories of learning need to accomplish one of two or two of the proposed requirements. They state that:

“a learning theory underlying an approach or method responds to two questions, what are the psycholinguistic and cognitive processes involved in language learning? And what are the conditions that need to be met in order for these learning processes to be activated? Learning theories related with a method at the level of approach may underline either one or both of these dimensions.” (Richards and Rodgers, 2001, p. 22)

Apparently there has been an existing tendency to move from behaviorist approaches to cognitive ones. Behaviorists believe that all behavior is determined by the environment either through association or reinforcement. For instance, Watson (1913) points out that behavior is observable and can be correlated with other observable events. Thus, there are events that precede and follow behavior. Behaviorism's goal is to explain relationships between antecedent conditions (stimuli), behavior (responses), and consequences (reward, punishment, or neutral effect).

Furthermore, behaviorism is a theory of learning based upon the idea that all behaviors are acquired through conditioning. There are two types of

conditioning, the classical and the operant conditioning. According to Pavlov (1927) the classical conditioning is a reflexive or automatic type of learning in which a stimulus acquires the capacity to evoke a response that was originally evoked by another stimulus, and Skinner (1937) claims that the operant conditioning is distinguished from classical conditioning in that this one is a type of learning in which an individual's behavior is modified by its consequences; the behavior may change in form, frequency, or strength.

Krashen's Monitor Model of second language development (1981) can be considered as an example of a learning theory on which a method has been built. This theory deals with the two dimensions mentioned above, the process and the condition of learning. He also claims two relevant concepts in his learning theory which are Acquisition and Learning. Firstly, acquisition refers to the spontaneous and unconscious process to internalize new knowledge, while Learning is a conscious process in which formal teaching is necessary.

Moreover, Krashen (1981) sustains that the Monitor works as the central and conscious part of grammatical rules about the language that is learned. It is important to add that the Monitor only occurs in learning not in acquisition; likewise, learners perceive when and how consciously make corrections to the learning process.

Bruner's theory (1966), states that "learning is an active process in which learners construct new ideas or concepts based upon their current/past knowledge" As far as this theory is concerned, the teacher acts as a facilitator

who encourages students to discover principles for themselves and to construct knowledge by working to solve realistic problems. Compared to Bruner's theory, Piaget's developmental theory of learning and constructivism are based on discovery. In addition to his constructivist theory, children should be allowed to construct knowledge that is meaningful for them in order to provide an ideal learning environment.

Asher (1977) talks about the Total Physical Response, he notices that children are actively doing things without needing to speak, and that their listening is performance with physical response. The Total Physical Response classroom is one in which students listen and then act, while the teacher takes the role of Director, according to Asher (1977) the facilitator is the boss in the role play while students are the actors. This method is a perspective which argues that through movements and motor activity for child language learning should be as a base for adult foreign language teaching.

### **Roles of teachers and students**

The roles of teachers and students are explained in terms of processes. In the case of learners, Johnson and Paulston (cited by Richards and Rodgers, 2001) proposes an autonomous focused theory from which learners stride through different stages, where they design their own learning program and are responsible about the current development and progress of their own process, as they belong and learn from a group where other participants are involved.

This idea is supported by Thanasoulas (2000) who states that an autonomous learner takes greater responsibility for their own learning and goes beyond their own methods and strategies

Moreover, Curran (cited by Richards and Rodgers, 2001) adds a more intrinsic focus by stating a first stage where the student is entirely dependent on the teacher and a final stage where autonomy is accomplished. On the other hand, Richards (2006) underline the roles of a learner in the classroom within procedural routines as participation in activities, and cooperative interaction within a communicative language teaching approach. The main difference the last concept and the previous fail into recognition of expected actions in the classroom, rather than global roles in both intrinsic and extrinsic aspects as the Richards & Rodgers (2001) references. Additionally, Long (1996) states that the language proficiency is promoted by face to face interaction and communication.

The roles of the teacher are usually seen as administrative roles, in spite of the fact that some methods are dependent on the teacher performance. A historical method as the audio lingual is an example of the previous mentioned fact. In addition, the teacher has the autonomy to determine the content of learning, as well as providing the communication space between facilitator and students (Richards ad Rodgers, 2001. P. 28).

Some content would be designed cooperatively among teacher and students. The *negotiated syllabus* or *process syllabuses* cited by Nation & Macalister (2010) requires the teacher and students to work together and take

decisions in meaningful part of the curriculum design. The purpose of this method is to provide a high priority to learners needs in a determined course, and is a response to contexts where there is not availability of a textbook, or different students' background is involved. However, a context where students and teachers are involved in order to design a curriculum or syllabus would provide more disadvantages than advantages, in spite that inexperienced population would present confusion about the roles to achieve, and even, students would demonstrate low motivation when they assume that it is a responsibility of the institution. In this way, the role of teachers and students within the design of a curriculum or a syllabus is still difficult to achieve.

The nature of design involves the integration of several factors in order to develop or restructure a curriculum or a syllabus. As stated in the article 77<sup>th</sup> of the norm 115 of 1994, the educational institutions are autonomous to design its own curriculum within the guidelines established by the MEN, as well as adapting certain areas within the regional requirements. Thus, the research-action in the curriculum comes from the present difficulties detected in order to improve the educational practice (Quintero et al, 2007, p.125). As Skilbeck (cited by White 1998) points out, the curriculums design concerns to the institution internally, but must not be underrated being aware that an institution involves aspects from outside, in our case, the analysis of the state of bilingualism in Risaralda. White (1998) cites the Skilbeck's situational model whose basis comes from cultural analysis, starting from the school's situation and its equivalent analysis. Consequently, the *Ordenanza* project suggests four

stages to follow, from which the first consists on a research called *Estado del Arte del Bilingüismo con énfasis en ingles en el Departamento de Risaralda*, proposed to be implemented in 10 months, and from which the next stage deals with the design and redesign of curriculum.

## METHODOLOGY

### **Type of study**

This study is a qualitative descriptive case study. Yin (1994), defines case study in terms of the research process. ‘A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident’ Furthermore, in accordance with Ray (2011), qualitative studies are one of the methods used to observe and record the actions and behaviors of each single person or individual through the course of their daily lives. Due to the above mentioned, the current case study made use of descriptive procedures since the researchers collected data related to teachers’ beliefs, thoughts about their teaching practice, and also students’ attitudes and behaviors about teachers’ performance in the classroom.

Also, qualitative case studies can be characterized as being particularistic, descriptive, and heuristic. This research study is descriptive due to the fact that describes the intervention of a real life phenomenon, in this case, the realities of the public schools in Belen de Umbria. As the description is usually qualitative, that is, instead of reporting in numerical data, “case studies use prose and literary techniques to describe, elicit images, and analyze situations... they present documentation of events, quotes, samples and artifacts’ (Wilson, 1979)

Therefore, the data collection was done in natural setting, in other words the classroom to gather information of the realities of English language teachers faced in the public institutions of Belen de Umbria. Likewise, several sources were used to gather the data such as observations, interviews and questionnaires, in which the participants' behaviors, perceptions and academic background and teaching experience were taken into consideration.

### **Context and setting (socioeconomic status, far o close to Pereira)**

This research project was carried out in Belen de Umbria, a town in Risaralda.

According to a report provided by the *Ministerio de Educacion Nacional* (MEN), Risaralda has approximately 8.205 teachers. 1.795 of these teachers belong to non official sector, and 6.410 to official sector. Thus, it is necessary highlight that in Risaralda there are only about 100 English language teachers. Based on the results obtained from the diagnostic evaluation implemented to teachers of English, only 10% of them are at a B2 level according to the common European Framework.

Based on afore mentioned statistics this research project was mainly concentrated on four English language teachers from two public high schools in Belen de Umbria. Therefore, the focuses of the study were the teachers from secondary education within 6<sup>th</sup> through 11th grades, English language coordinators and high school students.



## **Participants**

The current study had three different but equally important participants.

The first participants for this study were four teachers from secondary education within 6<sup>th</sup> through 11th grades who are currently working at a public institution in Belén de Umbria. Due to the large amount of language teachers in Belén, the study demanded for a sampling. Therefore, two strategies were used to choose the sampling; one was the selection of the participants which was done randomly, and the second was the selection of two public schools from Belén de Umbria that provided reliable and sufficient data to obtain trustworthy results.

On the other hand, the English language coordinators from the institutions also contributed to providing data that supported the information collected. This participant supplied information about the methodology implemented in the classrooms, the curriculum and the syllabus teachers followed to design their classes.

The last of the participants were 20 students, selected by the coordinators of the schools, who provided the most important information given that, they shared about their learning process, their opinions about language learning and teaching and what they evidenced in terms of their teachers' performance in the classroom.

### **Researcher's Role**

A non participant observation is defined by Diane Larsen-Freeman and Michael H. Long (1991), as the act that implies observing, taking notes and recording activities without taking part of them. This project had 2 active researchers that acted as non participant observers in order to collect first hand data from the public institutions that participated on the study. Therefore, the researchers did not interact with the learners neither interfered in the class, but observed meticulously.

### **Data collection**

In this qualitative study we used observations, interviews and questionnaires to collect the data.

### ***Observations***

According to Merriam (2009), the observation method involves the complete analysis of people's behavior, perceptions and assimilations to acquire data from the field that is under research (p. 94). On the other hand, Burns, A. & Hood, S. (1995) cited in Freeman (1998), argue that the observation is closely watching classroom events, happening or interactions, either as a participant in the classroom, or as an observer of another teacher's classroom. (p. 94). The observations in this study were done in two public high schools in Belen de Umbria for approximately three months. Each observation lasted one hour per class. In this particular case the observations were done by non-participants, who focused mainly on taking field notes using

a structured format to collect data about the classroom and the events that took place in it, teachers' performance, and students' attitude and reactions toward the class.

### ***Interviews***

According to DeMarrais (2004) the interview is a process in which a researcher and participant engage in a conversation focused on questions related to research study (p.95). On the other hand, Kvale (1996) states that the interview is an exchange of views between two or more people on a topic of mutual interest, where the topic emphasizes the social situatedness of research data (p. 14). In this research project the interviews were conducted in groups, two students per grade, from 6<sup>th</sup> to 11<sup>th</sup>, were chosen to participate in the interview. The interviews lasted between thirty and forty minutes approximately. We used a structured format to gather data on the experiences related to the teaching of English within their institutions.

### ***Questionnaires***

Finally, questionnaires were used to collect data from teachers and principals from the institutions about personal information, teachers' academic background, methodologies and lesson plans design, among other relevant information. Herbert, W. (1989) indicates that "questionnaires are printed forms for data collection which include questions for statement. The subject of the questionnaires is expected to respond anonymously". Therefore, the

participants involved were surveyed in order to obtain more profound information about the personal and professional experiences in the process of teaching English. This survey was structured and implemented at the beginning of the study.

### **Data analysis**

After having collected the data from the three instruments, interviews, questionnaires and observations, we started the process of transcribing everything digitally. Once we had everything transcribed, we started reading the observation and interviews transcriptions and colored repetitive patterns that we found. After this, we identified the data collection instruments as follows: Q for questionnaires, I for interviews, O for observations. Additionally, we provided a code for the names of the schools, NR for Nuestra Señora del Rosario and JH for Institución Educativa Juan Hurtado. In addition to this, we numbered the students that participated in the group interviews from 1 to 20 to refer to them as S1 meaning student 1. After this, some categories and subcategories were defined and organized in an outline. Finally, the categories guided us to write our findings.

### **Ethical Considerations**

For this study, participants were informed about the nature of the project, their role in this research and the general aims by means of a letter signed by the Secretary of Education of Risaralda and the director of the Licenciatura program. Additionally, due to the sensitive nature of the study, informed consent from the school principals was requested in order to conduct interviews, fill questionnaires and conduct observations. The data collection took place during school hours and therefore there was the legal guardian of the institutions who gave us permission to conduct the research.

On the other hand, since the participants of the interviews were minors (two students per grade of high school between ten and seventeen years of age) obtaining written consent from the coordinators and principals of the school was necessary. Also, participants were informed about the anonymity of their identities regarding the information provided during the interviews. Finally, during the process of collecting the data, permissions were asked to the coordinators to enter the schools and be part of the project.

## 9. FINDINGS

The following section aims at answering the first research question of this study which is: Which are the approaches, methods, and techniques implemented in state schools in Belen de Umbria?

### **9.1 Regular classes' development: trends of approaches, methods, and techniques used at a state school in Belen de Umbria**

This section attempts to show specific features observed during the present study which will lead to answer the research questions proposed. The features observed were layout, seating arrangement, materials, resources, techniques, approaches, and the teachers' use of Spanish and English. From now on, Spanish will be called L1 and English L2. In addition to this, it is important to mention that according to the relevant concepts portrayed in the theoretical framework of this study and observing the realities of the schools, language is conceived as the structural view exposes it. It means that language is regarded by teachers as a system of grammatical and phonological units, grammatical operations and lexical items. The following findings will describe this reality.

#### **9.1.1 Sitting arrangement: a technique that influences learner's interaction.**

It is remarkable that the place in which students were located in the classroom determined the role they played and the participation they had during the class. After observing the English language sessions in two state schools in Belen, it was evidenced that students had a specific layout in their classroom which influenced students' interaction. The following excerpt was taken from the observation # 1:

**Observation #1:**

*La profesora no se dirige mucho al grupo sino a los estudiantes de las primeras sillas*

The sample data above suggests that seating arrangement is a key when it comes to learners' interaction among themselves and with the teacher. In that sense, the teacher addressed, most of the time, students who were in the front seats.

**Observation #1:**

*Los estudiantes de las últimas sillas están distraídos y se dedican a hablar de temas distintos a la clase.*

As it can be observed, a different location of the students also influences students' attention since they are distracted and talking to their classmates. Therefore, it can be said that students behave according to the place in which they are located in the classroom whether in front or at the back.

Another sample of data that supports this insight, comes from a different observation conducted:

**Observation #2:**

*“La profesora llama a un estudiante al tablero y le dice que dibuje “dog” y escriba esa palabra (...) pasan varios estudiantes, los que no saben, los estudiantes de las primeras sillas le dicen la respuesta (...) Ninguno de los estudiantes ubicados atrás son llamados a pasar al tablero; durante ese tiempo ellos hacían otras actividades, como hablar, pegarse.”*

As it can be observed from the previous description, the seating arrangement notably determines the behavior of the students. In that sense, when learners were

located in the first lines, they had more possibilities to be selected by the teacher to participate. At the same time, students seated at the back were not asked to participate and they were misbehaving.

Observation #2:

*“Mientras los estudiantes de adelante pasaban, uno de atrás copiaba la tarea del cuaderno de un compañero sobre los animales. Los estudiantes de adelante estaban muy pendientes de que el niño en el tablero se equivocara para ellos ayudarlo.”*

In the previous sample, it is shown that learners drew the teacher's attention and were concentrated in the activity done in class. At the same time, students in the front were interested on classmates' performance in order to help them when they make mistakes.

According to Harmer (2009) when we are teaching a class of students who are sitting in orderly rows, it is vitally important to make sure that we keep everyone involved in what the teachers doing. Therefore, in the sample above it is observable that participants seated on the back were not taking part in the activity due to the way in which students were arranged. The author perspective aligns with the data found in the present study since the seats organization affects students' interaction.

### **9.1.2 Cd player, modules, and blackboard as resources used by facilitators in a state school at Belen de Umbria.**

In the interview, we asked our participants [*students from 6 to 11 grades*] to mention the resources and materials implemented in the English classes. The following



samples were taken from the interviews conducted to learners from 9<sup>th</sup> and 10<sup>th</sup> grades correspondingly; illustrating the different materials used for English sessions. Such materials vary from notebooks to tape recorders.

#### Interview Q1:

Q#1. Nos gustaría que nos contara acerca de la clase de inglés correspondiente a su grado.

- ¿Cuáles son los recursos usados en clase?

*Ss. Grade 9th.*

*(...) y nos dan los módulos y las cartillas y ya...eee grabadora, laminas pues para identificar los personajes, pues el tablero con algunos vocabularios para utilizar en la clase ya cierto? Y las cartillas y los módulos.*

As it can be observed, participants' answers reveal what kind of resources and materials are employed in their English sessions. In this point, modules are taken as photocopied material which includes English lessons used by the students to work in their daily classes.

Q#1Ss. Grade 10th

*(...) y ella [la profesora] nos enseña por medio de la grabadora, nos lleva a la sala de sistemas, y (...) trabajamos con módulos, nos saca mucho al tablero, y ya.*

In the previous excerpt, it is noticeable that some materials such as Cd player, the teacher's book, and board are used in common by teachers in grade 9<sup>th</sup> and 10<sup>th</sup>. On the contrary, the computer laboratory is a resource used by 10<sup>th</sup> graders and flash cards for 9<sup>th</sup> graders.

In the observations carried out in two groups of 8<sup>th</sup> grade and one group of 7<sup>th</sup> grade, it was noticeable the use of dictionary as another material and, board and marker as

students mentioned it in the interview. To corroborate the statement mentioned above, the following excerpt from the observation format is shown.

Observation # 2 :

*Material y recurso: Tablero, marcador*

*Cada estudiante tiene un diccionario bilingüe*

During the observation carried out, it was apparent that, in a one-hour English class the resources employed were the board and marker. In addition to this, each student had their own bilingual dictionary in class. It is important to highlight that from the three observations conducted, it was noticed that only one group used the dictionary during the class.

In addition to the information coming from the students' interviews and the observations, data coming from the teachers' interviews gives additional evidence to illustrate what the material used in the English classes are. The English language teachers were asked about the resources they use. The questionnaires were answered by two teachers different from the ones we observed, one from each school. Teachers were asked to report the materials and resources they employ when planning their lessons.

Teachers' Questionnaire:

Planeación de clase

Q#14 Los estudiantes tienen texto guía? SI NO

Si la respuesta es que NO, que tipo de materiales utiliza?

*Teacher #1: Material fotocopiado, guías, material de audio.*

As it is observed, teacher #1 states that the materials implemented in his lessons are photocopies, modules, and listening materials.

*Teacher #2: Software educativos, módulos de aprendizaje*

In this case, teacher #2 affirms that she makes use of modules and computer programs to conduct her classes. It means that she takes students to the computer-lab.

The data brought to light the congruence of students' and teachers' answers in the interview and questionnaire respectively about resources implemented in classes. In that way, it is confirmed that teachers use resources such as CD player, photocopied material, modules and computer-lab during their lessons.

### **9.1.3 Teachers use the grammar-translation approach and, dictation and spelling as techniques to facilitate English vocabulary among students.**

Throughout the development of the English classes in these two public schools in Belén de Umbría, it was perceptible some characteristics of the grammar-translation approach which is confirmed in the interviews, questionnaires and observation. In the questionnaires, participants were asked to choose from a list of approaches and methods the ones they used in their English teaching. At the same time, in the interviews, students were asked to describe the regular order of the English class, the resources used by the teacher and the best characteristics of the class. Also, the information gathered in the observation. All of this is illustrated in the subsequent excerpts.

#### ***Teachers Questionnaire:***

*Q#19Cuál de los siguientes métodos utiliza usted en sus clases?*

*Teacher #1: Gramática traducción*

As we can see from data presented, the teacher selected the grammar-translation approach from a list of methods as it can be observed in the annex 2 question # 19.

***Students' Interview:***

***Q#1*** *Describe una clase de inglés de su grado.*

*Student #1 Grade 6th (...)[La profesora] nos pone actividades, los verbos en inglés, escribir en español y en ingles frases, oraciones, sobre el clima, sobre las profesiones.*

In this way, students who participated in the interviews established that the teacher asked them to write sentences in both languages, English and Spanish about the weather, professions and verbs.

***Q#1*** *Describe el orden de la clase de Inglés*

*Student#2 Grade 6th:(...) la profesora nos dicta una palabra en español y nosotras tenemos que escribirlas en inglés o nos pone ella [la profesora] misma en inglés y nosotras también en inglés, ella no[s] la traduce y nosotras debemos escribirla como es, y si nosotras no somos capaz ella no[s] la deletrea.*

It can be seen in the previous answer that the teacher makes use of both languages in her practices. Teacher uses Spanish for students to translate and write the word into English and uses English to dictate the words. Besides, when students could not understand the meaning of a word the teacher translated it for them.

***Observation #2:***

*(...) la profesora se para delante de los estudiantes y hace un repaso de la clase anterior en español de uso del Do/does. La profesora escribía ejemplos en el tablero como, Do you have a pencil? Lo pronunciaba en inglés y luego decía que significaba en español.*

The data presented explains the use of the grammar-translation method by the teacher in one of her classes. The teacher review the topic of the previous lesson writing on the board sentences in English using Do/Does and then, she translated them into Spanish.

Throughout the development of the observations, interviews and questionnaires it was manifested the techniques implemented by teachers in their classes. Some examples of those techniques are: dictation and spelling. An evidence of the under mentioned avowal is the following sample which comes from a question of the interview in which students were asked to describe the order of the English class.

Students' interview:

Q#1 Describa el orden de la clase de inglés de su grado

*Student#2 Grade 6th: Por ejemplo la profesora nos dicta una palabra en español y nosotras tenemos que escribirlas en inglés.*

As it is observed from the previous sample above, students expressed that teachers used dictation in Spanish in their English classes as a technique to teach vocabulary.

Additionally, in one of the classes observed, the implementation of dictation was also apparent. However, in this occasion the dictation technique was made in English.

Observation #2

*Los estudiantes deben dibujar en el tablero el animal que le dicta la profesora en inglés y ellos deben escribir su respectivo nombre.*

In the same way, the teacher employed dictation as a strategy to test students learning of the vocabulary taught in the previous class, and also, to check if students did the homework.

Another technique that was evident during the observation was spelling. An evidence of this is described in the following sample data.

*Observation #2*

*Cuando los estudiantes no entienden la palabra, la profesora usa el inglés para deletrear el nombre del animal que el estudiante debe escribir en el tablero.*

As we can see from the data presented, the teacher used English to spell the word so that the student could write the name of the animal on the board. The teacher made use of the spelling technique to support the teaching of vocabulary.

According to the information gathered in the observations, interviews and questionnaires, some characteristics of the grammar-translation approach were implemented by the teachers during their lessons. In relation to this, Richards & Rodgers (2001) brings to agreement with this finding since they claim that one of the characteristics of the grammar-translation method is to translate sentences into and out of the target language and also that the main focus of the lesson is on the sentence which is a distinctive feature or characteristic of this method

On the other hand, Nation and Newton (2009) align with the implementation of the dictation technique in the teaching of English since they state that “dictation is a valuable language-focused teaching and learning technique”.

In addition to that, researchers have argued that English spelling production provides a clear measure of the orthographic knowledge that facilitates English word recognition skills (Ehri, 1997, 2005; Perfetti, 1992; Worthy & Viise, 1996). In this way, this lines up with the evidences above given that it was possible for learners to

recognize the animals' names only after the teacher spelled the words for them. Those were students who did not identify the words dictated by the instructor at the first time.

**9.1.4 Teachers' usage of the L1 to greet, pray and explain part of the class; and the L2 to review, control discipline, explain and give instructions.**

It is important to highlight the usage that teachers made of the L1 and the L2, and also to point out the purposes they gave to this usage during the classes' development. In order to inform how the use of English and Spanish was during this research study, the following data is introduced. The succeeding piece of data was taken from the interview applied to students in which they describe the order of their English class.

Students' Interview:

Q#1. Describa el orden de la clase de inglés:

*Student#1 Grade 9th: (...) la profesora entra y saluda en inglés, de ahí hacemos una oración en inglés y ya, llama a lista y ya transcurre la clase normal (...) pues ella explica un pedazo en español y de ahí ya sigue en inglés.*

Student' response expressed the order of her English class. She states that the teacher uses English for specific purposes such as to greet, to pray and to explain part of the class.

At the same time, it is noteworthy to mention that in the course of the English classes observations it was notable the use of the L1 by the teachers. After analyzing the observation data it was detected that teachers used the L1 for three main purposes namely, to control discipline, to provide students with some explanation and to review

a topic. The following excerpt is an evidence of it and it was taken from the observation format which asked for the role of the mother tongue in the English class.

*Observation #2.*

*Rol de la lengua materna:*

*Para hacer repaso de la clase anterior. Controlar disciplina. Para dar clarificación o explicación. Para informar lo que los estudiantes deben hacer.*

It was found that when students were causing disciplinary problems the teachers used the L1 to settle them down and to retrieve the control of the class. At the same time, The L1 was used when students needed some explanation from the teacher or in the moments in which students did not understand certain idea as well as when the teacher needed to review a topic from the preceding class.

Besides, Nation (2001) suggests that in contexts “where students have little opportunity to meet and use the L2 outside of the classroom, it is very important that L2 use is maximized in the classroom”. He also argues that one way of doing this is to conduct the classroom management in L2, English. The author argument aligns with the information provided by the data collected since they include features such as greeting students in English and make a prayer.

In addition, Chavez (2006) cited by Jones (2010) asserts that teachers are motivated to use the L1 in language instruction either to control discipline, to provide explanations or to explain grammatical patterns (Duff & Polio, 1990). Thus, the author’s perspective lines up with the samples above about the teacher’s use of L1 for the purposes mentioned.



## ***9.2 Students' perception towards the English Language Class and the language teacher***

In relation to the research questions of this study, which aimed to find out stakeholders' perceptions towards the English Language teaching, and after analyzing the information collected through the different instruments, the following findings can be reported:

### **9.2.1 Students' positive and negative perception towards the English class.**

This finding can be supported by the various opinions the participants had towards the English lesson. During the interview students were asked the following questions: Si pudieran mejorarle algo a la clase de inglés, qué le mejorarían? Cuéntanos cómo es la clase de inglés. The following extracts from the interviews show the elements that students consider important for the English class, the aspects they like about the class and also the features they would like to have in the English class.

#### ***Interview # 1: Nuestra Señora del Rosario School***

*Ss #2 grade 8th (...) sí que lo lleven a uno a la sala de sistemas, que extendieran más la clase que fueran más creativos.*

The information gathered by the student above shows the desire to explore the language by different methods such as the computer lab, creativity, and the desire to extend the hours in which the English class is conducted.

*Ss #1 grade 8th (...) eeemm, no que la clase es poco interesante deberían hacer más actividades pedagógicas y utilizar más elementos con los que uno aprende.*

The previous opinion aligns with the viewpoint of the first student since both are interested on the usage of different pedagogic methods in their English classes.

*Ss #1 grade 10th (...) pues la clase de Inglés es muy buena (...) nos lleva a la sala de sistemas y casi siempre en las pocas horas que nos toca con ella es 100% ingles y eso nos ayuda a que aprendamos mas y todo.*

The data above shows a different perception of the 10<sup>th</sup> grade student towards his English class. He states that the English class is good and they do make use of the computer lab. Moreover the student affirms that the teacher uses the English in the entire class.

As it can be observed, the fact that the teacher uses English is regarded by students as a good aspect of the English class and they also express that as a result of the teacher's use of English they learn a lot. In addition, another characteristic that they mentioned is the use of the computer lab. On one hand, students claimed that it is good the fact they can go to the computer lab to take English lessons whereas other students considered that one of the aspects that would contribute to the improvement of the English class would be the use of the computer lab. This denotes that not all of the students from high school are taken to the computer lab.

More than that, student's expression of few hours ("en las pocas horas") suggests that s/he considers that the amount of English classes is not enough.

Also, one of the aspects that learners seem to complain about is in regards the length of the lab's sessions.

### **9.2.2 Learners' positive and negative perception towards the English teacher**

Data from interviews revealed that students had different perspectives in terms of their English teacher. Basically, participants were asked to describe the work made by their teacher during the English class and the aspects to improve. Results of the responses given by the learners clearly showed that participants' opinions were based on the teacher personality, empathy between the facilitator and the students, and the way the teacher persists at explaining for students who have problems at understanding. In the following interview extracts, these students' perceptions illustrate what was previously mentioned.

#### **Interview #1 Nuestra Señora del Rosario School**

**Ss #1 grade 10<sup>th</sup>** (...) *Algo que yo le mejoraría a la profesora es que se calme un poquito porque es muy acelerada pero no más la profesora es muy chévere, y algo bueno de la profesora es que si uno no entiende ella nos explica hasta que podamos entender un poco mejor el tema para que no nos vaya tan mal en los quiz"*

In the previous sample it is shown the perceptions this 10th grade student has toward the English teacher. The student states some aspects concerning to the teacher's personality such as overexcited and kind. Also, the way the teacher provides explanation of topics during the class.

### **Interview #2 Juan Hurtado School**

*Ss #1 grade 6th (...) Ella es muy malgeniada, demasiado malgeniada”*

In sample data mentioned before, it was found another personality aspect related to the English teacher. In this instance, the student argues the bad tempered of the teacher.

### **Interview #2**

*SS #2 grade 8th (...) Si él es muy buen profesor, nos explica muy bien, y ya y si sabe manejar todos los temas de Ingles y ya. No hay aspectos por mejorar, él es muy buen profesor y nos llevamos muy bien”*

According to the previous student, the teacher provides a good explanation in the class, handles the English topics and, keeps a good relationship with them.

Comparing the responses given by the students about their English teachers, significant features were found. Aspects concerning the teacher personality such as overexcited (acelerada), kind, and bad-tempered, and how the teacher explains in the lessons, were greatly mentioned on the learners' answers. It seemed that the explanation given by the teacher in her/his classes influences positively on the learners learning. Smith (1977) has claimed that teacher's personality in the attitudinal sense is a significant factor in teacher's behavior and it has great impact on student's achievement. In this sense, the author argument about the teacher's attitudes aligns with the information taken from the learners since the 10<sup>th</sup> grade student mentioned above (sample data 1) a bad attitude from the teacher is regarded as an aspect to improve.

### ***9.3 Learners' autonomous English practice through diverse means in different contexts from school***

The current finding deals with the learners' use of English outside of the classroom for different purposes. To this extent, this finding will be divided into three categories, where the first category stresses on Learners' autonomous use of English at home, store and neighborhood. The second focuses on the students' independent learning out of the school and Students' autonomous learning by means of extracurricular English classes in private institutions.

#### **9.3.1 Learners' autonomous use of English at home, store and neighborhood**

According to the responses obtained in the interviews with respect to the question: ¿En dónde y en qué momento utilizan el inglés? It was found that some of the students showed significant interest in the practice of English in other settings such as, home, store and, in their neighborhood as students showed in the following samples:

##### **Interview #1 Nuestra Señora del Rosario School**

*Ss #2 Grade 7th: (...) y cuando voy a la tienda, yo la jodo la de la tienda. Le hablo en inglés para joderla.*

In the sample above, it is shown the purpose for using the language outside of the classroom. In this instance, the student's interest is to bother the person of the store.

### ***Interview #2 Juan Hurtado School***

*Ss #1 Grado 8: (...) yo más que todo lo utilizo con mis amigos, nos hacemos preguntas, o lo que no entendamos; más que todo en la calle*

Student's response expressed the aim for using the language. It was mainly to talk to friends by asking questions at the street

### ***Interview #1 Nuestra Señora del Rosario School***

*Ss #1 Grado 7: (...) yo lo utilizo en la casa para pedirle muchas cosas a mi mamá. Para practicar claro en la casa para mejorar ingles en el salón.*

As we can see from the opinion presented, the student makes use of the English at home by asking to the mother about stuffs with the purpose of practicing to improve at the English class.

In the samples above, it was evidenced that some students used English for different purposes. This reflects that students were practicing part of the content of their English class in situations in which they interacted with their friends and family. This evidence aligns with the argument of Benson (2001) who maintains that through social interactions, learners develop a capacity to create new perspectives. Learners can improve their oral skill through this type of interaction which is shown in the samples above. Students interact using English in contexts such as store, neighborhood, and home.

### **9.3.2 Students' autonomous learning by means of extracurricular English classes in private institutions**

The group interviews provided us a great deal of data that related the autonomous learning that students made outside of their English class. During the interview, some of the students expressed that they take extra classes with private tutors and institutions. The following samples deal with the students' independent work outside of the classroom for the learning of English.

#### ***Interview #1 Nuestra Señora del Rosario School***

*Ss. #1 Grado 11: (...) el inglés lo practicamos en las clases extras, y las clases extras en el colombo.*

The data above shows the students' desire to improve the English language learnt at the school by taking extra classes at private Institutions such as "El Colombo Americano".

#### ***Interview #2 Juan Hurtado School***

*Ss. #2 Grado 9: (...) eeemm en mis clases de inglés particulares y con mi hermano.*

As we can see from the data presented, the student takes particular English classes apart from her academic purposes. Besides that, the student states that she practices the language with her brother.

In the excerpts taken from the group interview, it is observable that some students are willing to learn more about the English language apart from classes at school. It is remarkable to point out that there were students who recognized the importance of learning English. Therefore, those students looked for other means for improving their language competences. This idea is supported by Thanasoulas (2000) who states that an autonomous learner takes

greater responsibility for their own learning and goes beyond their own methods and strategies. It lines up with students' responses above, which showed that they go beyond their own English school classes since they take extra classes in private institutes or with private teachers. Also, it is important to highlight that not the majority of the group take extra classes, but few of them.

### **9.3.3 Students' autonomous English practice out of school through social networks**

Data taken from the interviews revealed significant information about the use of English and Internet as means for interaction and learning purpose. Students use internet to chat with friends, to communicate with their family and to show others what they know. The following information is derived from the interview according to the question: ¿En dónde y en qué momento utilizan el inglés?

#### **Interview #1 Nuestra Señora del Rosario School**

*Ss. #2. Grado 7: (...) yo chateo con una gringa*

In the information above, it was found that the student makes use of social networks for learning and interaction purpose. The student shows interest on practice the language learnt at school in a different context such as home by social networks.



### Interview #1

*Ss. #1 Grado 10: (...) como yo tengo mi mamá en Estados Unidos entonces ella y yo nos comunicamos lo poco que aprendo en el colegio y nos conectamos y ella me ayuda*

The student's response expressed the desire to learn and improve his English knowledge by taking advantage of the social networks to practice English with her mother.

In the previous excerpt, students reflected how they can find a tool that helps them to improve their English learning. Students use social networks to communicate with others, to practice the language and to learn. Duffy and Cunningham (1996), state that "learning is a social, dialogical process of construction by distributed multidimensional selves using tools and signs within context created by the various communities with which they interact" This argument aligns with the information provided by the learners since a participant from grade 10<sup>th</sup> affirms, s/he uses social networks as tools to interact and practice English with his/her mother. Similarly, Harwood (2001) asserts that learners should be encouraged to communicate and share information, ideas and knowledge using social media. As participants expressed, they use social networks to communicate not only with people living in their cities but also family members and friends who live abroad. In the case of a participant from grade 10, it was noted the sharing of knowledge since s/he shares with his/her mother what s/he learns at school.

### **LIMITATIONS OF THE STUDY**

During the development of this research Project several obstacles and inconveniences were encountered. First of all, the schools principals and coordinators did not have any notion of this project, as they stated themselves, which caused us some problems to have the permissions to enter the school, to observe classes and conduct interviews. Once we entered the schools, the most difficult situation was to talk to the coordinators because they were usually busy and expressed that we needed to wait until they were available.

With respect to the observations, we could not observe the same teachers who filled the questionnaires out because they were not guiding the English class the days we went to conduct the observations. Consequently, we could not confirm if the information provided in the questionnaires was coherent with the reality in the actual class.

In regards to the interviews, one of the schools had grades from 6<sup>th</sup> to 9<sup>th</sup> whereby we could guide the interviews only with these grades in this school because the 10<sup>th</sup> and 11<sup>th</sup> grades were located in another school branch. Hence, it was not possible to have the information about these students' learning experience.

Additionally, another limitation we found was the teachers' and coordinator's time to fill out the questionnaires and the time to carry out the observations because they stated that they were in their work time and did not

have enough time to provide the information. English classes lasted forty-five minutes each. Sometimes classes were conducted almost at the same time in different grades. For this reason, in one occasion, we could not observe the whole class because we needed to move to the other classroom in order to observe there.

## **PEDAGOGICAL AND RESEARCH IMPLICATIONS**

According to the objectives of “La Ordenanza” and based on the students’ suggestions mentioned in the interviews, schools English programs should include more activities involving ICTs as supportive tools to complement and improve the educational process of the English learning. English language syllabuses should combine computers and internet with language activities to optimize the learning of English and increase student’s motivation. Likewise, taking into consideration students’ statements, teachers should include social networks in their syllabuses in order to promote students’ practice of English and informal peer learning since those elements are greatly used by most students and people in today’s world. In addition to this, the use of technology and ICTs for the teaching of English would allow learners to develop language competences that are consistent with the demands of a globalized and technological world.

Founded on the facts observed in the schools, we consider that English language teachers should implement didactic materials in their lessons. The use of didactic materials allows students to engage with the class, it facilitates learning and increases students’ motivation to learn. Besides, in the data collected from students, it is highlighted their desire to have more resources to work with.

Besides, audio material, books, video material, internet resources and computers are some of the resources that more teachers should use to complement and facilitate the learning of the target language. By implementing the resources mentioned, students could be more exposed to real and authentic language which in turn will contribute to improvement of the teaching and learning of English in Belén de Umbría.

Moreover, this research should be conducted in all departments of Colombia in order to see the realities of other schools and compare them with the rest of the schools in Colombia contributing to the National Bilingual program.

For future research projects of this type, the time to conduct the observations at schools should be longer in order to collect more information. Also, it is recommendable to put into consideration the distance and time of travels since they may affect the collection of the data in regards to the time to conduct interviews, observations or any mean of data collection.

## CONCLUSIONS

According to the purpose of this study which is to respond to the first stage of the project *Risaralda Bilingüe* by providing a description of the teaching of English in Belén de Umría, the following conclusions are presented.

After analyzing the data obtained during the process of investigation, we can say that in first place, some specific techniques such as dictation and spelling and approaches such as grammar translation are implemented in these public institutions and secondly, students have their own perceptions and opinions towards the teaching of English in their particular schools.

The findings obtained suggest that the English language is regarded as a structural system. It means, teachers implement activities whose main focus is grammar and vocabulary. In addition to this, materials such as bilingual dictionaries, photocopied material, flashcards, board and markers are used to teach lexical items and grammatical elements. Accordingly, dictation and translation are implemented in classes to complement the teaching of vocabulary.

Schools do not count with varied teaching material to use in the English classes. Besides, not all the students have the opportunity to use the computer lab to have interactional activities and develop their competences in the target language. According to the students' answers in the interviews, we can

conclude that some students do not use the computer lab to work with computer-based activities and to take advantage that the ICTs provide.

Secondly, it can be said that the students desire to have more English classes during the week as well as pedagogical activities including the computer lab, didactic materials and use of internet resources.

Another aspect that emerged during the analysis of the data was the learners' practice of English outside of the classroom. Some students use English outside of the school to improve their performance in the subject. Therefore, some students practice English at school to use it in daily life situations or extracurricular circumstances. At the same time, we found that some students work autonomously by taking extra classes which indicates that they are motivated to learn.

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## ANEXXES

Consent form

### CIRCULAR No. 099

Pereira, 29 de Noviembre de 2011

**PARA:** DIRECTIVOS INSTITUCIONES EDUCATIVAS DE LOS 12 MUNICIPIOS  
NO CERTIFICADOS  
**PROYECTO "EL ESTADO DEL ARTE DE LA ENSEÑANZA DEL INGLÉS  
EN LAS INSTITUCIONES EDUCATIVAS PÚBLICAS DE RISARALDA"**

#### **ASUNTO:**

Dentro de las exigencias de la modernidad está el manejo de un idioma común que le permita a los ciudadanos acceder a la información de un mundo globalizado. En Colombia según información del ICFES en el año 2004, el 99% de los estudiantes eligieron el inglés en las Pruebas Pre-SABER 11, razón por la cual las instituciones educativas han optado por la enseñanza de este idioma como segunda lengua. Es por ello que la Secretaría de Educación Departamental y la Universidad Tecnológica de Pereira a través de la Licenciatura en Lengua Inglesa, han emprendido acciones para el fortalecimiento del inglés *como* segunda lengua.

Por tal razón se requiere de su colaboración y disposición, de acuerdo al compromiso firmado por ustedes en la jornada de Asistencia Técnica Integral, realizada el pasado mes de Septiembre/2011 en las instalaciones de Villa Mónaco, para dar inicio en la primera parte de recolección de información, la cual estará a cargo de un grupo de estudiantes de la Universidad Tecnológica de Pereira, de la licenciatura referida la referencia, quienes harán presencia en las instituciones durante los días 1 y 2 de diciembre del presente año. En el primer trimestre del año 2012 se continuará con el proceso de recolección de información.

Anexo relación de las Instituciones Educativas que participaran en el proyecto y los estudiantes de la UTP que realizarán esta actividad en cada institución.

#### **EN IQUE ARIAS CASTAÑO**

Director Departamento de Humanidades e Idiomas

Coordinador licenciatura en lengua inglesa

Universidad Tecnológica de Pereira

Correo: hitduara.ospina@unipereira.edu.co

Gobernación de Risaralda - Parque Olaya Herrera Calle 19 No. 13-17

PBX: 3398300 Ext. 360 Fax: 3398301 [www.risaralda.gov.co](http://www.risaralda.gov.co)

Pereira • Risaralda

## **ANEXO**

**RELACIÓN DE LAS INSTITUCIONES EDUCATIVAS QUE PARTICIPARÁN EN EL  
PROYECTO CON EL NOMBRE DE LOS ESTUDIANTES DE LA UTP**

#### **MUNICIPIO - INSTITUCIÓN - ESTUDIANTES UTP - ASIGNADOS**

IE Sagrada Familia Gustavo Martínez

APIA

Santo Tomás de Aquino Luis Forero

Melissa Ortega

David Ávila

IE Santo Domingo Savio Luis Carlos Valencia

BALBOA La Floresta Faber Castaño  
IE Juan Hurtado Yesica Patiño  
BELEN DE UMBRIA IE Nuestra Sra del Rosario Mayrin Mendoza  
Jennífer Gómez  
GUATICA  
Agrop. Santa Ana Alejandra Toro  
Maria Reina Dinier Andica  
EI Diamante Gonzalo Peña  
LA CELIA  
Liceo de Occidente Maria Elena Montes  
Alfonso López Pumarejo Camilo Cuellar  
LA VIRGINIA Bernardo Arias Trujillo Alex Rúa  
Lic. Gabriela Mistral  
Estrada Fabian León  
MARSELLA Inst. Agrícola Marsella Lilian Mosquera  
IE. Inst. Mistrato Paula Restrepo  
MISTRATO Rio Mistrato Jennifer Pulido  
Colegio Etnoeducativo Embera Chami Esneider Quebrada  
Inst. de Prom Soc Dokabu Elizabeth Bernal  
PUEBLO RICO Adriana Puerta  
John James Arroyave  
Instituto Integrado Irra Johana Arredondo  
Nuestra Sra de los Dolores David Murillo  
QUINCHIA Tec. Agropecuario Naranjal Vanessa Muñoz  
Carlos Muñoz  
Francisco José de Caldas Diana Pulgarin  
SANTA ROSAL DEL Inst. Tecnológico de Santa Rosa Michael Alzate  
CABAL Laboure Fernanda González  
Lorencita Villegas Andrés López  
Instituto Santuario Luisa Guevara  
SANTUARIO Maria Auxiliadora Laura Cadavid

**Questionnaires****Universidad Tecnológica de Pereira –Secretaría de Educación Departamental****Licenciatura en Lengua Inglesa****Grupo de Investigación en Lingüística Aplicada****Cuestionario Profesor de Inglés**

Este cuestionario pertenece al proyecto “**el estado del arte de la enseñanza del inglés en Risaralda**”. Les solicitamos leer cuidadosamente cada una de las afirmaciones y contestar las preguntas en una forma objetiva y con la mayor veracidad del caso. La información aquí consignada es de carácter investigativo y es confidencial del grupo de investigación.

**OBJETIVO**

Caracterizar el estado del arte de la enseñanza del inglés en el Departamento de Risaralda en instituciones públicas.

**INFORMACIÓN ACADÉMICA**

1. Estudios realizados

NIVEL LUGAR FECHA TITULO

Bachillerato \_\_\_\_\_

Pregrado \_\_\_\_\_

Postgrado \_\_\_\_\_

**EXPERIENCIA PROFESIONAL**

2. Colegio donde labora \_\_\_\_\_

Público \_\_\_\_\_ Dedicación: Medio Tiempo \_\_\_\_\_ Tiempo Completo \_\_\_\_\_ Por horas \_\_\_\_\_

3. Años de experiencia de trabajo:

Entre 1 y 4 años \_\_\_\_\_ Entre 5 y 10 años \_\_\_\_\_ Más de 10 años \_\_\_\_\_

**CAPACITACIÓN Y ACTUALIZACIÓN**

4. Cursos de capacitación recibida (Favor indicar los cursos tomados en los últimos cinco años)

NOMBRE CURSO DURACIÓN FECHA ENTIDAD QUE LO REALIZÓ

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

5. ¿Ha mantenido usted contacto con la Universidad después de haber egresado?

SI \_\_\_\_\_ NO \_\_\_\_\_ En qué forma?

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

6. ¿Ha adquirido usted últimamente bibliografía sobre la metodología de la enseñanza del inglés? SI \_\_\_\_\_ NO \_\_\_\_\_ ¿Cuál o Cuáles?

AUTOR TITULO AÑO

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. ¿Ha adquirido bibliografía en inglés?

SI \_\_\_\_\_ NO \_\_\_\_\_ ¿Cuál o Cuáles?

AUTOR TÍTULO AÑO

_____	_____	_____
_____	_____	_____
_____	_____	_____

8. ¿En los últimos cinco (5) años ha participado en seminarios o congresos del área? SI \_\_\_\_\_ NO \_\_\_\_\_  
¿Cuáles?

TÍTULO DEL EVENTO ENTIDAD ORGANIZADORA FECHA

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

8. ¿Pertenece Usted y/o es socio activo (socio actual) de alguna Asociación Académica?

SI \_\_\_\_\_ NO \_\_\_\_\_ ¿CUÁL(ES)?

_____
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9. ¿Qué tipo de capacitación considera usted que debe recibir como docente en ejercicio? Especifique

_____
_____
_____
_____

10. ¿Cuál es su opinión sobre el nivel académico en el Área de Inglés su colegio?

Pésimo \_\_\_\_\_ Malo \_\_\_\_\_ Regular \_\_\_\_\_ Bueno \_\_\_\_\_ Excelente \_\_\_\_\_

¿Por qué?

_____
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11. ¿En qué nivel promedio se ubicaron los estudiantes del grado once en las pruebas de inglés del ICFES del año pasado?

_____
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12. ¿Cuál es su opinión sobre el examen de inglés del ICFES?

_____
_____

13. Mencione los problemas más frecuentes y críticos que usted actualmente enfrenta en la enseñanza y en el aprendizaje del inglés en Bachillerato. Enumérelos en orden de importancia según el grado de seriedad o gravedad.

_____
_____

**Planeación de clase**

14. ¿Los estudiantes tienen texto guía? SI \_\_\_ NO \_\_\_

Si la respuesta es SI indique el texto que usan los estudiantes.

TITULO DEL TEXTO EDITORIAL AÑO

¿Si la respuesta es NO, que tipo de materiales utiliza?

5. ¿Qué tipo de libros consulta usted para la preparación de sus clases? ¿Señale en orden de importancia para usted?

AUTOR AÑO TITULO

6. Habilidades en que hace mayor énfasis en sus clases, enumere en orden de importancia.

Listening \_\_\_\_\_ Reading \_\_\_\_\_

Speaking \_\_\_\_\_ Writing \_\_\_\_\_

7. ¿Qué aspectos tiene en cuenta para diseñar sus clases?

8. ¿Qué estrategias usa para preparar su clase?

9.Cuál de los siguientes métodos utiliza usted en sus clases?

Método de Gramática y Traducción. \_\_\_ Suggestopedia \_\_\_

Método de Series \_\_\_ Enfoque Comunitario \_\_\_

Método Directo \_\_\_ Enfoque Natural \_\_\_

Método de Lectura \_\_\_ Método Ecléctico \_\_\_

Método Audiovisual \_\_\_ "Silent Way" \_\_\_

Método Audio lingual \_\_\_ Enfoque Cognitivo \_\_\_

Método de Aprendizaje de Lenguas en comunidad \_\_\_ Enfoque Comunicativo \_\_\_

Método de Respuesta Física Total (TPR) \_\_\_

¿Otros? ¿Cuáles? \_\_\_\_\_

No sabe \_\_\_



10. Para elaborar su programa de inglés, ¿se basa usted en los Estándares de enseñanza del inglés del Ministerio de Educación Nacional? (MEN)? SI\_\_\_ NO\_\_\_

¿Cómo? \_\_\_\_\_

Si no se basa en los estándares del MEN, ¿elabora usted el programa de inglés?

Si \_\_\_ No\_\_\_ ¿cómo lo hace?

¿Con base en un texto? \_\_\_ ¿Cuál? \_\_\_\_\_

¿Según sus propios criterios? \_\_\_ ¿Cuáles? \_\_\_\_\_

¿Otros? \_\_\_ Especifique \_\_\_\_\_

11. De los siguientes objetivos señale en orden de importancia (1-2-3-4-5,etc) los planteados por usted en su programa.

\_\_\_\_\_ Comprender correctamente la lengua hablada.

\_\_\_\_\_ Entender un texto escuchado, sobre un tema con el cual este familiarizado.

\_\_\_\_\_ Hablar el idioma con corrección y seguridad.

\_\_\_\_\_ Participar en conversaciones sencillas sobre los temas estudiados

\_\_\_\_\_ Escribir el idioma con corrección y seguridad

\_\_\_\_\_ Leer y traducir con precisión el material escrito en Inglés, de manera comprensiva analítica y crítica.

\_\_\_\_\_ Leer comprensivamente con el fin de captar el sentido general de un texto y extraer la información específica.

Otros ¿Cuáles? \_\_\_\_\_

### MEJORAMIENTO ACADEMICO

10. ¿Practica usted la lengua extranjera? SI \_\_\_ NO\_\_\_ ¿En qué forma?

11. ¿Ha presentado usted alguna vez algún examen de inglés, para medir su nivel de competencia en lengua extranjera?

SI\_\_\_ NO\_\_\_ ¿Cuál o Cuáles?

NOMBRE AÑO PUNTAJE

\_\_\_\_\_

\_\_\_\_\_

12. Cómo considera su nivel de Inglés en este momento?

Bajo \_\_\_\_\_ Bueno \_\_\_\_\_

Regular \_\_\_\_\_ Excelente \_\_\_\_\_

Agradecemos de antemano su colaboración y su autorización para ser participante en el proyecto

**Universidad Tecnológica de Pereira –Secretaría de Educación Departamental****Licenciatura en Lengua Inglesa****Grupo de Investigación en Lingüística Aplicada****Cuestionario Coordinador académico**

A continuación encontrará una serie de afirmaciones. Por favor lea cuidadosamente cada una de ellas y conteste las preguntas en una forma objetiva y con la mayor veracidad del caso.

**OBJETIVO**

Caracterizar el estado del arte de la enseñanza del inglés en el Departamento de Risaralda en instituciones públicas.

**INFORMACIÓN ACADÉMICA**

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NIVEL LUGAR FECHA TITULO

Bachillerato \_\_\_\_\_

Pregrado \_\_\_\_\_

Postgrado \_\_\_\_\_

**EXPERIENCIA PROFESIONAL**

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Público \_\_\_\_\_ Dedicación: Medio Tiempo \_\_\_\_\_ Tiempo Completo \_\_\_\_\_ Por horas \_\_\_\_\_

3. Años de experiencia de trabajo:

Entre 1 y 4 años \_\_\_\_\_ Entre 5 y 10 años \_\_\_\_\_ Más de 10 años \_\_\_\_\_

**CAPACITACIÓN Y ACTUALIZACIÓN**

4. Cursos de capacitación recibida (Favor indicar los cursos tomados en los últimos cinco años)

NOMBRE CURSO DURACIÓN FECHA ENTIDAD QUE LO REALIZÓ

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

5. ¿Ha mantenido usted contacto con la Universidad después de haber egresado?

SI \_\_\_\_\_ NO \_\_\_\_\_ En qué forma?

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

6. ¿la institución ha adquirido últimamente bibliografía sobre la metodología de la enseñanza del inglés?

SI \_\_\_\_\_ NO \_\_\_\_\_ ¿Cuál o Cuáles?

AUTOR TITULO AÑO

\_\_\_\_\_

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\_\_\_\_\_

7. ¿la institución ha adquirido bibliografía en inglés?

SI \_\_\_\_\_ NO \_\_\_\_\_ ¿Cuál o Cuáles?

AUTOR TITULO AÑO

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8. ¿Qué tipo de capacitación considera usted que debe recibir como docente en ejercicio? Especifique

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9.Cuál es su opinión sobre el nivel académico en el Área de Inglés su colegio?

Pésimo \_\_\_\_\_ Malo \_\_\_\_\_ Regular \_\_\_\_\_ Bueno \_\_\_\_\_ Excelente \_\_\_\_\_

¿Por qué?

---

---

10. ¿En qué nivel promedio se ubicaron los estudiantes del grado once en las pruebas de inglés del ICFES del año pasado?

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---

11. ¿Cuál es su opinión sobre el examen de inglés del ICFES?

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12. Mencione los problemas más frecuentes y críticos que usted actualmente enfrenta en la enseñanza y en el aprendizaje del inglés en Bachillerato. Enumérelos en orden de importancia según el grado de seriedad o gravedad.

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13. ¿Los estudiantes tienen texto guía? SI \_\_\_\_\_ NO \_\_\_\_\_

Si la respuesta es SI indique el texto que usan los estudiantes.

TITULO DEL TEXTO EDITORIAL AÑO

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¿Si la respuesta es NO, que tipo de materiales utiliza?

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12. ¿Qué tipo de libros consulta usted para la preparación de sus clases? Señale en orden de importancia para usted?

AUTOR AÑO TÍTULO

_____	_____	_____
_____	_____	_____
_____	_____	_____

13. Habilidades en que hace mayor énfasis en sus clases, enumere en orden de importancia.

Listening \_\_\_\_\_ Reading \_\_\_\_\_

Speaking \_\_\_\_\_ Writing \_\_\_\_\_

14. ¿Cuál método utiliza el profesor de inglés en sus clases?

\_\_\_\_\_

\_\_\_\_\_

15. ¿Para elaborar el programa de inglés, se basa el profesor en los Estándares de enseñanza del inglés, del Ministerio de Educación Nacional? (MEN)? SI \_\_\_ NO \_\_\_

¿Cómo? \_\_\_\_\_

Si no se basa en el programa del MEN, elabora el profesor el programa de inglés.

Si \_\_\_ No \_\_\_ cómo lo hace?

¿Con base en un texto? \_\_\_ ¿Cuál? \_\_\_\_\_

Según sus propios criterios? \_\_\_ ¿Cuáles? \_\_\_\_\_

\_\_\_\_\_

¿Otros? \_\_\_ Especifique \_\_\_\_\_

16. De los siguientes objetivos señale en orden de importancia (1-2-3-4-5,etc) los planteados por el profesor de inglés en su programa.

\_\_\_\_\_ Comprender correctamente la lengua hablada.

\_\_\_\_\_ Entender un texto escuchado, sobre un tema con el cual este familiarizado.

\_\_\_\_\_ Hablar el idioma con corrección y seguridad.

\_\_\_\_\_ Participar en conversaciones sencillas sobre los temas estudiados

\_\_\_\_\_ Escribir el idioma con corrección y seguridad

\_\_\_\_\_ Leer y traducir con precisión el material escrito en Inglés, de manera comprensiva analítica y crítica.

\_\_\_\_\_ Leer comprensivamente con el fin de captar el sentido general de un texto y extraer la información específica.

Otros ¿Cuáles? \_\_\_\_\_

Agradecemos de antemano su atención y su autorización para ser participante en el proyecto

**Observation format**

**Universidad Tecnológica de Pereira**  
**Proyecto Estado del Arte de la Enseñanza del Inglés en Risaralda**  
**Formato de Observación**

**Municipio:** \_\_\_\_\_ **Colegio:** \_\_\_\_\_

<b>Factores Observados</b>	<b>Descripción</b>	<b>Comentarios</b>
<b>Plan de Clase y objetivo</b>		
<b>Estrategias de enseñanza o actividades</b>		
<b>Uso de la lengua extranjera</b>		
<b>Rol de la lengua materna</b>		
<b>Material y Recurso</b>		

Patrones de interacción		
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## Interview Format

### Protocolo de entrevista realizada a los estudiantes

El propósito de esta entrevista es recoger información acerca de las experiencias de la Enseñanza del inglés dentro de su Institución. Este es un instrumento de recopilación de información para el trabajo de investigación: Estado del arte de la Enseñanza del Inglés en Colegios Públicos de Risaralda

Apreciamos su colaboración en este ejercicio. Si en cualquier momento usted siente que tiene alguna duda acerca de las preguntas, por favor no se abstenga de preguntar. Estaremos encantados de aclarar cualquier duda que usted pueda tener.

1. Nos gustaría que nos contara acerca de la clase de inglés correspondiente a su grado.

- ¿Describa una clase de inglés de su grado?
  - ¿cuál sería el orden
- ¿Cuáles son los recursos usados en clase?

3. Recordando el trabajo realizado por los docentes en las clases de inglés, describamos algunos aspectos de las prácticas (no es evaluarlos, es que me describas sus cualidades y aspectos por mejorar)

- ¿Cuales crees que son las mayores cualidades de la clase?
- ¿qué aspectos mejoraría de la clase?
- ¿Qué sugerencias le haría a la clase?

4. Hablemos de su aprendizaje del inglés

- ¿Cuál es la lengua usada en clase?

- ¿Cómo piensa que es su conocimiento del inglés?
- ¿Cómo referencia su conocimiento del inglés, dónde lo usa?
- ¿Cómo práctica el inglés? Usa lo visto en clase?